

**Texas Education Agency
Standard Application System (SAS)**

2014–2016 Educator Excellence Innovation Program

Program authority:	General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	Place date stamp here.
Submittal information:	<p>Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address:</p> <p style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Document Control Center</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">2014 Jan 23 PM 12:54</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Texas Education Agency</p>
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name Aldine Independent School District	Vendor ID # 101-902	Mailing address line 1 15010 Aldine Westfield Rd
Mailing address line 2	City Houston	State TX
		ZIP Code 77032
County- District # 101-902	Campus number and name	ESC Region # 4
		US Congressional District # 18 and 29
		DUNS # 073898017

Primary Contact

First name Nathan	M.I. M	Last name Boughton	Title Director
Telephone # 281-985-7577	Email address nboughton@aldine.k12.tx.us		FAX # 281-985-7577

Secondary Contact

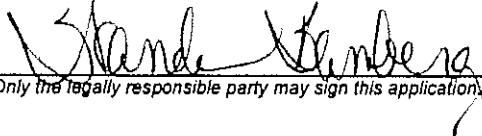
First name David	M.I. A	Last name Villareal	Title Director
Telephone # 281-985-7571	Email address davillareal@aldine.k12.tx.us		FAX # 281-985-7577

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Wanda	M.I. A	Last name Bamberg	Title Superintendent
Telephone # 281-985-6200	Email address wbamberg@aldine.k12.tx.us		FAX # 281-985-7577
Signature (blue ink preferred)			Date signed


Only the legally responsible party may sign this application.

1-22-14

Schedule #1—General Information (cont.)

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the Instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Aldine ISD aims to significantly improve the quality of its classroom instruction through a comprehensive recruiting, mentoring, developing, evaluation, and compensation reform initiative. Research strongly suggests that some teachers are dramatically more effective than others, and further, that these differences are among the most important factors affecting student learning. Yet, despite this variation in teacher effectiveness, traditional recruiting, hiring, evaluation systems, support processes, and compensation structures demonstrate little or no connection between teacher effectiveness and student learning. Aldine ISD's past experiences were no exception. Thus, in January 2011, Aldine ISD began a multi-year journey to reform how the district recruits, selects, hires, develops, supports, evaluates, and compensates teachers to maximize the opportunities for students to learn from the most effective teachers. The reforms Aldine ISD is undertaking (collectively titled INVEST) will improve teacher quality and will, ultimately, contribute to Aldine ISD achieving its mission of raising achievement levels for all students in transformational, scalable, engaging and sustainable ways:

- Transformational – By adjusting the way teachers are recruited, hired, evaluated, compensated, and supported, INVEST extends beyond a typical practice of piecemeal reform to create a systemic change. It establishes an equitable evaluation system which incorporates multiple measures to differentiate performance, to recognize and reward teachers for their talents, and to provide new opportunities for teacher leadership. In addition, INVEST offers professional development and the support for teachers needing to maximize their potential. Aldine ISD has partnered with Dr. John Schacter of The Learning Growth Network; Dr. Ted Hershberg of Operation Public Education at the University of Pennsylvania; Dr. Allan Odden, the nation's leading authority on teacher compensation systems; Lynn Sawyer, senior consultant from the Danielson Group; and Claire Robinson-Kraft to ensure that each component of the reform is educationally sound, research based, effectively evaluated during the pilot, and has the desired impact.

- Scalable – By scaffolding implementation reforms, INVEST incorporates lessons learned from each pilot to responsibly implement reforms district-wide. This insures that, when brought to scale, each reform will have the desired impact. Further, each stage of the implementation process will be clearly documented, evaluated, refined, and presented in multiple forums, including the annual INVEST conference. Thus, the implementation can be replicated and scaled to other school districts in Texas.

- Engaging – Multiple teacher work groups, including Teacher Practices, Student Impact, and Compensation, were initially established in 2011 to work through the many complex decisions required for the design of a new system, including an evaluation component and compensation change. Each of Aldine ISD's 75 schools elected staff members to be part of the work groups. The work groups are essentially driving the direction of change; INVEST has significant employee ownership and buy-in.

- Sustainable – INVEST is being implemented in phases and through a pilot structure. Funds for the development and implementation have been secured for each reform through grants. Once implemented district-wide, funds used to support the current structure will be reallocated to the reform structure. Thus, all reforms will become self-sustaining once implemented with no additional resources needed from the budget.

Implementation of each reform will be undertaken in three phases – design, pilot, and district-wide implementation. In most cases, the phases will overlap – that is, some reforms will be implemented while others are still being designed. Each component will undergo a careful design and evaluation process before being implemented district-wide.

INVEST reforms include: 1) a new comprehensive teacher evaluation based on the Danielson Framework and Student Growth Model implemented district-wide during the 2013-2014 school year; 2) a new compensation model based on teacher effectiveness currently in development; 3) a Peer Assistance and Review (PAR) Process currently in development; 4) a reformed recruiting and hiring process; and 5) a reformed mentorship and support process. This grant application is seeking funding for the initial development and pilot of the recruiting/hiring, compensation/retention, mentorship, and support components of INVEST.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Aldine ISD is seeking funding for five major objectives:

- Recruitment and Hiring Process - Secure, develop, and implement an online interview process whereby teacher applicants can be efficiently and effectively screened, thus decreasing the processing time of applicants while building a larger pool of viable teacher candidates. Furthermore, Aldine ISD will also use grant funds to increase the effectiveness of our university partnerships. Aldine ISD will use grant funds to send all district-provided university supervisors to home universities for additional training and to develop relationships with university personnel. This will build additional capacity within the universities and increase the qualified applicant pool.

- Strategic Compensation and Retention – The development of a strategic compensation plan is complex. While Aldine ISD has already formed teacher workgroups who have been investigating and developing a framework, it is critical to have early buy-in from partner universities and professional organizations. University personnel will be invited to Aldine ISD to learn about the district, participate in the INVEST conference, learn about the INVEST reform, contribute to the INVEST compensation Initiative, and become familiar with the qualities and skills required of new teachers and retention plans. In addition, local school districts and education agencies will be invited and encouraged to attend the INVEST conference where results from this grant and the initiative will be disseminated.

- Career Pathways - Aldine ISD will also use funding to select, develop, and compensate teacher leaders - Pathway to Aldine Teachers (PTA Teachers) who will work directly with partner universities to streamline and personalize the hiring experience of potential employees. PTA teachers will be responsible for developing relationships with applicants, providing one-on-one assistance by answering questions, and providing authentic information critical for applicants to make informed decisions about working in Aldine. Simultaneously, PTA Teachers will learn valuable leadership skills and provide career direction insight.

- Induction and Mentoring – Aldine ISD will use grant funding to develop and pilot a mentorship certification component. This reform will increase the effectiveness of mentors, mentees, cooperating teachers, and student teachers. As a result, it is anticipated that there will be a reduction of initial teacher attrition and an increase of the student teacher retention rate (approximately 40% of all new teachers student taught in Aldine). Furthermore, research indicates that a quality induction and mentoring program increases teacher effectiveness in the classroom.

- Evaluation and Support – Aldine ISD will work with local universities and agencies to develop a training component for future Consulting Teachers. Consulting Teachers will be an essential part of the Peer Assistance and Review (PAR) component used to support the reformed teacher evaluation process implemented in 2013. Prior to reallocating teachers to this role, Aldine ISD will use grant funds to develop the training needed for the PAR Teachers to be effective. Supporting the reformed evaluation component is critical for teacher retention, teacher growth, and teacher efficacy.

Aldine ISD is committed to INVESTing in our employees so that we can provide an education environment where all students can reach high academic and social achievement. Aldine ISD has already committed more than \$1.8 million since 2011 to implement the INVEST Reform. Through the 2014-2016 Educator Excellence Innovation Program, Aldine ISD will be able to continue to expand and promote the INVEST reforms initiated in 2011 and further leverage funds from the District, the Arnold Foundation, the Brown Foundation and the Houston Endowment.

Aldine ISD has already implemented the reformed evaluation process district-wide. The district is in the second year of the development and implementation of a reformed compensation component and has initiated the development of the framework for providing Peer Assistance and Review (PAR). Aldine ISD will leverage the grant funds to complete the INVEST reform movement by transforming the recruiting and hiring component, the mentorship component, and the career pathways components of INVEST.

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By TEA staff person:

Texas Education Agency Standard Application System (SAS)

Schedule #6—Program Budget Summary

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature

Project period: April 1, 2014, through August 31, 2016

Fund code: 429

Part 1: Budget Summary

Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)			Year 2 (9/1/14 – 8/31/16)		
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	\$111,250	\$15,818	\$127,068	\$116,522	\$15,818	\$132,340
Schedule #8	Professional and Contracted Services (6200)	6200	\$30,000	\$0.00	\$30,000	\$20,000	\$0.00	\$20,000
Schedule #9	Supplies and Materials (6300)	6300	\$10,000	\$0.00	\$10,000	\$14,728	\$0.00	\$14,728
Schedule #10	Other Operating Costs (6400)	6400	\$78,000	\$0.00	\$78,000	\$78,000	\$0.00	\$78,000
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total direct costs:			\$229,250	\$15,818	\$245,866	\$229,522	\$15,818	\$245,340
Percentage% indirect costs 2.407% (see note):			N/A	\$4,124	\$4,124	N/A	\$4,124	\$4,124
Grand total of budgeted costs (add all entries in each column):			\$229,250	\$19,942	\$249,192	\$229,522	\$19,942	\$249,192

Administrative Cost Calculation

	Year 1	Year 2
Enter the total grant amount requested:	\$249,192	\$249,192
Percentage limit on administrative costs established for the program (10%):	× .10	× .10
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$24,919	\$24,919

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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**Texas Education Agency
Standard Application System (SAS)**

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 101-902			Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
Academic/Instructional				
1 Teacher			\$	\$
2 Educational aide			\$	\$
3 Tutor			\$	\$
Program Management and Administration				
4 Project director			\$	\$
5 Project coordinator			\$	\$
6 Teacher facilitator			\$	\$
7 Teacher supervisor			\$	\$
8 Secretary/administrative assistant (administrative cost)		.5	\$15,000	\$15,000
9 Data entry clerk			\$	\$
10 Grant accountant/bookkeeper			\$	\$
11 Evaluator/evaluation specialist			\$	\$
Auxiliary				
12 Counselor			\$	\$
13 Social worker			\$	\$
14 Community liaison/parent coordinator			\$	\$
Other Employee Positions				
15 Title			\$	\$
16 Title			\$	\$
17 Title			\$	\$
18	Subtotal employee costs:		\$15,000	\$15,000
Substitute, Extra-Duty Pay, Benefits Costs				
19 6112	Substitute pay		\$	\$
20 6119	Professional staff extra-duty pay (1) Stipends for Mentor/Coop Certified Teachers -\$250 per participant (2) Stipends for PTA teachers - \$450 per participant + \$100 per hired		\$105,500	\$110,500
21 6121	Support staff extra-duty pay		\$	\$
22 6140	Employee benefits (includes administrative assistant benefits)		\$6,568	\$6,840
23 61XX	Tuition remission (IHEs only)		\$	\$
24	Subtotal substitute, extra-duty, benefits costs		\$112,068	\$117,340
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$127,068	\$132,340

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description**Year 1****Year 2**

6269	Rental or lease of buildings, space in buildings, or land	\$	\$
	Specify purpose:		
6299	Contracted publication and printing costs (specific approval required only for nonprofits)	\$	\$
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0.00	\$0.00

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1	Contractor will work with Teacher Workgroups to create a training plan, mentor conference, and expectations document for mentor and cooperative teachers	<input type="checkbox"/>	\$5,000	\$0.00
2	Contractor will work with Teacher Workgroups to create a pathways plan, role expectations, and training modules for Pathways to Aldine Teachers.	<input type="checkbox"/>	\$5,000	\$0.00
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$10,000	\$0.00

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

1	Specify topic/purpose/service: Development of PAR training and expectations		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Peer Assisted Review workgroups			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions: 1	\$20,000	\$20,000
	Contractor's subgrants, subcontracts, subcontracted services: Development of PAR Training and Expectations. Contractor will work with Teacher Workgroups to create a training plan and expectations document for PAR Teachers.		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$20,000	\$20,000	

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 101-902		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions:	
	Contractor's subgrants, subcontracts, subcontracted services		
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:			
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions:	
	Contractor's subgrants, subcontracts, subcontracted services		
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:			
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions:	
	Contractor's subgrants, subcontracts, subcontracted services		
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:			
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions:	
	Contractor's subgrants, subcontracts, subcontracted services		
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:			

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 101-902

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$20,000	\$20,000	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$0.00	\$0.00	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$10,000	\$0.00	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$20,000	\$20,000	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$0.00	\$0.00	
(Sum of lines a, b, c, and d) Grand total		\$30,000	\$20,000	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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By TEA staff person:

Schedule #9—Supplies and Materials (6300)							
County-District Number or Vendor ID: 101-902					Amendment number (for amendments only):		
Expense Item Description							
6399	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
	1				\$	\$	\$
	2				\$		
	3				\$		
	4				\$		
5				\$			
6399	Technology software—Not capitalized					\$	\$
6399	Supplies and materials associated with advisory council or committee					\$	\$
Subtotal supplies and materials requiring specific approval:						\$	\$
	Remaining 6300—Supplies and materials that do not require specific approval: \$10,000 budgeted for University Engagement and INVEST activities and \$5,000 for year 2 supplies and materials for mentor / cooperative teacher training and development					\$10,000	\$14,728
Grand total:						\$10,000	\$14,728

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 101-902		Amendment number (for amendments only):	
Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees)	\$14,000	\$14,000
	Specify purpose: University Supervisors to Universities		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$14,000	\$14,000
	Specify purpose: University Placement Officers and College Deans travel to Aldine ISD to engage in meetings, classroom observations, and student teacher support		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6499	Web-based software access to "Higher View" interview software	\$50,000	\$50,000
Subtotal other operating costs requiring specific approval:		\$0.00	\$0.00
Remaining 6400—Other operating costs that do not require specific approval:		\$78,000	\$78,000
Grand total:		\$78,000	\$78,000

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 101-902

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX/15XX—Technology hardware, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX/15XX—Technology software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	\$
Grand total:				\$	\$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			67,381	
Category	Number	Percentage	Category	Percentage
African American	16,890	25.1%	Attendance rate	95.3%
Hispanic	47,697	70.8%	Annual dropout rate (Gr 9-12)	4.1%
White	1,329	2%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	75%
Asian	879	1.3%	TAKS commended 2011 performance, all tests (sum of all grades tested)	10%
Economically disadvantaged	56,857	84.4%	Students taking the ACT and/or SAT	24%
Limited English proficient (LEP)	21,961	32.6%	Average SAT score (number value, not a percentage)	413
Disciplinary placements	840	1.14%	Average ACT score (number value, not a percentage)	16.1

Comments

Aldine ISD serves a growing urban population.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	1,561	38.5%	No degree	36	0.9%
Hispanic	978	24.1%	Bachelor's degree	2,925	72.3%
White	1,354	33.3%	Master's degree	1,048	25.9%
Asian	104	2.5%	Doctorate	35	0.9%
1-5 years exp.	1,279	31.6%	Avg. salary, 1-5 years exp.	\$47,453	N/A
6-10 years exp.	934	23.1%	Avg. salary, 6-10 years exp.	\$50,193	N/A
11-20 years exp.	846	20.9%	Avg. salary, 11-20 years exp.	\$55,983	N/A
Over 20 years exp.	538	13.3%	Avg. salary, over 20 years exp.	\$68,835	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	5035	563 4	597 4	555 6	515 6	497 5	491 8	451 4	477 7	447 8	532 0	443 9	350 8	309 7	6738 1
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	5035	563 4	597 4	555 6	515 6	497 5	491 8	451 4	477 7	447 8	532 0	443 9	350 8	309 7	6738 1

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															4046
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															4046

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Schedule #13—Needs Assessment

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Aldine ISD conducted a needs assessment in 2011 when data from TEA indicated that 97% of all teachers were rated as proficient or higher, contrary to student performance. Teacher evaluations should be aligned with student achievement. Based on these initial findings, the district approached the DEAC (District Education Advisory Committee) for additional input. Operation Public Education (OPE) was contracted to complete a more detailed needs assessment. The outcomes of the initial needs assessment indicated that the district needed to reform how it evaluates, compensates, and supports teachers. Thus, in 2011 a comprehensive reform initiative - called the INVEST reform - was started.

Because the evaluation component of the INVEST reform drove all other aspects of the reform, it was selected as having the highest priority. Supporting the evaluation was determined to be equally as important, however, support could not begin until the new evaluation system was created and launched. Therefore, support mechanisms (including PAR) were given second priority. Together, the evaluation and support components have the greatest impact on teacher performance and student achievement, with compensation following. Research indicates that compensation reform does have an impact on student achievement, but not as significant as an aligned evaluation providing appropriate feedback and support. Thus, it was determined to be third in priority.

During the first year of the INVEST reform, Robertson-Craft conducted extensive, formal research detailing the effects of the INVEST reform. Her research indicated that with the increased rigor of the INVEST evaluation, additional reform was needed in how we attract, recruit, hire, promote and retain employees. Priority of the needs was determined by the need to support student achievement and the logical implementation order.

Aldine continues to conduct informal needs assessments through the INVEST workgroups and DEAC. Formal need assessment data are collected through annual surveys of teachers, community, and parents. The survey is used to identify areas where improvement is needed in the district. Student achievement indicators are also used to determine district needs. Finally, research conducted by outside sources (OPE), are used to determine new and emerging needs and the priorities of these needs. Aldine will continue to analyze need assessments and on-going research within the district to validate the reform components and priorities and to make adjustments as needed.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority.

Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Increased peer support for struggling teachers needing intervention and support for effective teachers who are seeking opportunities to increase their effectiveness.	Peer Assistance and Review Teachers will provide non-threatening individual support for struggling teachers and enrichment support for effective teachers. This will have a direct impact on teacher effectiveness and student achievement. Funds will be used to ensure teachers selected for the program are highly trained and prepared for the role.
2.	Reduced attrition rate of novice teachers and experienced teachers	Increased effectiveness of the mentorship program through comprehensive training held twice a year will increase the effectiveness of the program and reduce novice and student teacher attrition. An increased stipend for those who are certified will increase the number of qualified teachers seeking to be mentors.
3.	Increased number and quality of teachers who are capable of transitioning into teacher leaders and leadership roles	Teachers selected to participate in the Pathways to Aldine (PTA) program would be provided with authentic experiences and leadership opportunities that would build capacity for leadership roles. Further, participants would be engaged in a program that leads toward career advancement. Similar to the PTA program, teachers trained and used as PAR (Peer Assistance and Review) would also experience leadership opportunities.
4.	Increased number, quality, and aligned applicants interested in Aldine ISD	EEIP funds would provide for the implementation of an on-line interview system, allowing a significant increase in screening interviews and more calibrated evaluation of applicants. Further, the Pathways to Aldine will provide individual attention to all applicants increasing the likelihood of teachers selecting Aldine. Lastly, comprehensively trained university supervisors with a university connection will be able to increase student teacher applicants.
5.	Continued support and expansion of the INVEST reform (started in 2011).	In 2011, teachers in Aldine reported a need to be treated like professionals (how evaluated, compensated and supported). The INVEST reform, a collaboration with teachers, seeks to fulfill that need. Funds from the EEIP will be leveraged against funds already secured and being used to continue the reform efforts started in 2011.

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Schedule #14—Management Plan

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Director of Human Resources - Staffing	Staffing / Recruiting (experience with university partnerships, recruiting, hiring processes, student teaching initiatives, PEIMS reporting and grant management (e-rate and others). Actively engaged in the INVEST workgroups (Teaching Certification, Mid-Management, and Danielson Framework)
2.	Director of Human Resources - Mentorship	Mentorship (experience as a principal, mentor coordinator, and teacher, Actively engaged in the INVEST workgroups (Teaching Certification, Mid-Management, and Danielson Framework)
3.	Director of Teacher Quality and Improvement	Experience as an assistant principal, principal, director, project manager for INVEST, specific training in evaluation and compensation programs. (Teaching Certification, Mid-Management, and Danielson Framework)
4.	Director of Human Resources - Support	Experience managing grants, projects, and timelines. Active member of INVEST workgroups. (Teaching Certification, Mid-Management, and Danielson Framework)

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Recruiting and Hiring Process	1. Software bid / purchase and installation	06-01-2014	09-01-2014
		2. Pilot implementation / evaluation	09-01-2014	05-01-2015
		3. District wide implementation	06-01-2015	05-30-2015
		4. University supervisor training	08-01-2014	03-01-2016
		5. University visits to Aldine	08-01-2014	03-01-2016
2.	Career Pathways	1. Training developed for Career Pathways	06-01-2014	12-01-2014
		2. Website developed and tested	06-01-2014	12-01-2014
		3. Pathways to Aldine Teachers selected / trained	11-01-2014	12-30-2014
		4. Pilot school implementation / evaluation	01-01-2015	06-01-2015
		5. District-wide implementation	06-01-2015	05-30-2016
3.	Induction, Mentorship, and Support	1. Training developed for mentorship	06-01-2014	12-01-2014
		2. Pilot implementation (student teachers)	01-01-2015	01-30-2015
		3. Evaluation / adjustments	01-30-2015	06-01-2015
		4. District-wide Implementation	06-01-2015	05-30-2016
		5.		
4.	Evaluation and Support	1. Selection and formation of teacher workgroup	06-01-2014	10-01-2014
		2. Development of requirements	10-01-2014	03-01-2015
		3. Development of training content	12-01-2015	06-01-2015
		4. Selection of pilot PAR teachers	06-01-2015	08-01-2015
		5. Pilot Training	08-01-2015	05-30-2016
5.	Compensation and Retention	1. INVEST conferences (annually)	06-01-2014	03-01-2016
		2. University local engagement	06-01-2014	03-01-2016
		3.		
		4.		
		5.		

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Aldine ISD monitors the progress and attainment of goals through a formal District Action Plan and Department and District scorecards. Each goal or objective is described on the District Action Plan, along with milestone dates and success indicators. These indicators are tracked and reported quarterly on the scorecard. Progress toward each goal is disseminated at teacher workgroup meetings, at District Education Advisor Committee Meetings (DEAC), and on the INVEST website where documentation, meeting notes, and implementation plans and results are available for all employees and stakeholders. Implementation managers for each component of the INVEST Reform report to the district leadership cabinet and update the school board periodically. Further, Operation Public Education (OPE) is actively conducting research in the district concerning the INVEST Reform. Operation Public Education (OPE) provides detailed analysis of their research and progress toward goal attainment.

Throughout the life of the INVEST reform, Aldine has, and will continue to identify challenges and required adjustments. When identified, proposed adjustments and plan changes are presented to the DEAC. Recommendations from the implementation managers and the DEAC are presented to the district leadership cabinet (Superintendent, and Assistant/Area Superintendents) for approval and support. Once approved, these changes are documents on the on-line INVEST website for all stakeholders to view. At times, surveys are also used to gain further understanding from staff. Again, the INVEST website (transparency for staff, community, parents, and funding sources), is used to collect and report results.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In 2011, Aldine ISD began the INVEST reform effort. The purpose of the reform was in response to a shrinking quality of applicants, an increasing attrition rate, a high number of teachers being rated as Exemplary while student achievement results were not aligned, and a need to provide accurate and responsive support to teachers needing assistance. Working collaboratively with teacher workgroups and industry experts, the district developed a multi-tiered reform (INVEST) that addressed these concerns through the development of a comprehensive evaluation linked to teacher performance and student growth; a reformed compensation program that fairly compensates employees based on their efforts and outcomes; a mentoring, induction, and support plan linked to the evaluation; a teacher collaboration component; and a recruiting, hiring, and retention component.

Because the INVEST reform had to be ongoing and sustainable through the "teacher life cycle," the district committed funding for the maintenance of the reforms. District funds (overall management and implementation, more than \$1.2 million committed), grants from the Brown Foundation (development of the compensation component, more than \$300,000 committed), The Houston Endowment Foundation (development of collaboration component, more than \$200,000 committed), and the Arnold Foundation (development of the evaluation component, more than \$600,000 committed over two years) were secured to provide assistance in the development of INVEST components and to assist in the pilot and implementation. Once implementation for each component was/is completed district-wide, funding transfers from the grant to the district for maintenance and sustainability. Funds from the Educator Excellence Innovation Program will be leveraged and used to continue expanding the INVEST initiative by reforming the recruiting and hiring components and strengthening the evaluation and professional development components.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	District Staffing Report and PEIMS Data Reports / HQ Reports	1.	Reduction in the number of Non HQ teachers (<0.1%)
		2.	2% increase in the rate of retention for all teachers (88% current), 5% increase for first year teachers
		3.	Less than 1% vacancy rate on the first day of each semester
2.	State and Federal Reports: PEIMS Data / HQ Reporting	1.	5% Increase in the graduation rate of students
		2.	50% Reduction in the number of campus locations not meeting AYP
		3.	All subgroups, all content areas tested, all grades exceed state averages on the STAAR.
3.	Student Growth Model / INVEST Evaluation	1.	10% increase in the number of students meeting state standards
		2.	10% decrease in the number of teachers rating of Needs Improvement
		3.	90% of all teachers requiring interventions achieve success within one year
4.	45-Day Survey and Teacher Focus Groups	1.	95% satisfaction rate on the quality and usefulness of the Reach2Teach
		2.	95% satisfaction rate on the quality of the student teaching experience
		3.	95% satisfaction rate of the mentor / mentee process, level of support, and quality of the experience
5.	District Satisfaction Survey and Scorecard	1.	80% satisfaction rate on the implementation of the compensation plan
		2.	80% satisfaction rate on the quality of teacher engagement in the INVEST reform
		3.	100% of objectives attained on budget at milestone points

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Numerous data collected methods will be utilized to gauge the effectiveness of Aldine ISD's INVEST reform:

Recruitment and Hiring – Aldine ISD will use the annual district staffing report, PEIMS data reports, applicant tracking system reports, university supervisor reports/observations, the 45 day survey and new teacher focus group surveys, and STAAR assessment results.

Strategic Compensation - PEIMS data reports, teacher surveys, university feedback

Career Pathways – New Hire survey, annual district staffing report, and PEIMS reporting

Induction and Mentoring - AEIS, 45-day survey, teacher focus groups, student growth model, INVEST evaluation, new teacher and mentor surveys, tracking forms, and student achievement reports.

Evaluation/Support - district satisfaction survey, scorecard, observation, PEIMS reports and student achievement reports including SGI.

Data collection procedures will be monitored throughout the project. Triangulation of data will be used to determine the project's effectiveness. If the data is inconsistent and/or the evaluation process is not properly implemented, each step in the reform will be re-evaluated, especially during the pilot study phase. Anticipated problems with service delivery will be closely monitored to determine the need to intervene and reformulate a plan.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Aldine ISD has developed a multi-tiered support component for INVEST. The multi-tiered component includes an induction and mentoring program aligned with INVEST to support novice and experienced teachers as they transition from the university, industry, or another school. It also includes a Peer Assistance and Review (PAR) teacher component. The PAR Teacher is responsible for assisting struggling teachers as they complete activities and experiences to increase their effectiveness in the classroom.

The multi-tiered component of INVEST begins with Reach2Teach, the new teacher induction program. There are four main components to the Reach2Teach which is held annually prior to the start of school. The four components include: Planning and Preparation; Classroom Environment; Instruction; and Professional Responsibilities. Each component is based on Charlotte Danielson's, Framework for Teaching and aligned with the INVEST teacher appraisal and support processes. District staff members considered experts in each area are selected to provide the professional development. Sessions are designed to be interactive and collaborative. Opportunities are given for new teachers to ask questions and share ideas. They begin to learn through our induction program that teaching does not have to be done in isolation. Teaching is very complex and the Reach2Teach component of INVEST aims to provide them with the initial knowledge and skill sets to begin their year successfully. It is the initial piece that is put in place for them to seamlessly transition into the campus mentorship program.

As a way to continually assess the effectiveness of our New Teacher Induction Program, we survey participants at different times and different ways. Initially, they are given a comprehensive survey on the final day of the initiative. We then ask them questions about the initiative on our district wide 45 Day Survey. Finally, we assess the effectiveness through our New Teacher Focus Groups that are held throughout their entire first year. By collecting this data at various times and different ways, we can assess the effectiveness and use the data to drive any changes that need to be made.

The ultimate goal of our Induction program is to promote student growth, increase teacher effectiveness, and improve teacher retention. As research states, the more comprehensive the induction program, the better the retention (Smith & Ingersoll, 2004). At the conclusion of the Induction Program, the first year teachers report to their campus where they will be supported by their mentor coordinator and mentor teacher. The mentor coordinator is an intricate component to a successful mentorship program on each campus. Barlin (2010) stated "When mentors are well-selected, well-trained, and given the time to work intensively with new teachers, they not only help average teachers become good, but good teachers become great."

The mentoring process begins each school year with the principals designating a mentor coordinator from the campus. This designation is reserved for master teachers, specialists, or administrators e.g., assistant principals, counselors, or principals. Annual professional development is provided for all of the mentor coordinators to ensure the coordinator is trained on their responsibilities, exemplify the district expectations of a mentor coordinator, and understand how to dialogue professionally with the mentees and mentors. The role of the mentor coordinator is to ensure that each new teacher at their campus receives a qualified mentor. In addition, the coordinator collaboratively plans the activities that will occur for the new teachers and mentors during the course of the school year. The mentor coordinator also completes the necessary paperwork that certifies each mentor understands the responsibilities of being a mentor and provides the documentation to the Human Resources Department for further review. The mentor coordinator serves as a liaison between the campus and the Human Resources Department.

The Mentor Program is provided for each first year teacher. Mentors are selected either by the building principal or collaboratively by the administrative team and the mentor coordinator. Currently, to serve as a mentor, the master teacher must have at least three years of teaching experience and complete mentor training every five years. In addition, the mentor signs a contract agreeing to provide on-going support and assistance to the new teacher. The mentor training is an online interactive training. The mentors receive six hours of continuing professional education hours at the

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completion of the training. The mentor also receives compensation for serving as a mentor. Mentors receive \$250 and \$500. Mentors receive \$250 for mentoring teachers who received their certification through traditional means and \$500 for teachers who enter the teaching profession through an alternative certification program.

The mentor coordinator matches mentors and mentees with like subjects, grade levels, and schedules. These like pairings increase the number of opportunities that the mentor and mentee will be able to collaborate and discuss both curricular and procedural processes. Each campus devises a schedule of predetermined meeting dates and times for the new teachers to attend to discuss topics relevant to the professional growth of the new teacher. The topics include but are not limited to: instructional planning and delivery, knowledge of student learning, content learning and expertise, classroom environment, data driven decision making, professional practices and responsibilities. At the beginning of the school year, the meetings occur weekly to ensure the new teacher is astute on designing clear and coherent instruction, teaching expectations, processes and procedures. As the new teacher becomes more familiar with the campus, the meetings may occur bi-monthly which provides enough time for the new teacher to implement the topics discussed in the previous mentor meetings.

Mentors and mentees are provided opportunities to observe one another in the classroom setting. Each mentee is granted two opportunities to observe their mentor teaching a lesson and vice versa. When the mentor and mentee determine the date that they would like to observe one another, the mentor coordinator secures a substitute which is paid for and provided by the school district. The Human Resources Department supplies observation sheets for the mentor and mentee that are aligned with the teacher appraisal system (INVEST). The mentor and mentee are given an opportunity to debrief about the observation and provide constructive feedback to improve the mentee's teaching practices.

Mentoring and supporting novice teachers and student teachers is a critical element of INVEST. The Educator Excellence Innovation Grant will allow Aldine ISD to reform the mentorship program by redeveloping a robust training and mentoring component aligned with INVEST that can be replicated and scaled following the pilot implementation. Training will be developed in conjunction with local universities and national leaders in the field. The training will be published during the first year of the grant and piloted during the second year of the grant. Throughout the pilot year, the training plan will be evaluated and refined. Mentors who successfully complete the training will be issued a one year mentor certification. Certified mentors will receive a higher rate of compensation from the district to supervise student teachers and novice teachers.

In addition to reforming the mentorship training and model, Aldine ISD will use funds from the grant to develop the training for all PAR (Peer Assistance and Review) teachers. Peer Assistance and Review Teachers will participate in a rigorous training course developed collaboratively by members of teacher workgroups and field experts. Once trained, a pilot will be initiated and PAR Teachers will begin providing significant and direct assistance to teachers who require additional support. As part of the PAR process, teachers will be assisted by peer advisors drawn from the ranks of Advanced, Distinguished and select Career teachers. These experienced and highly successful educators will help struggling teachers improve their skills. Peer advisors will also be used to mentor new teachers to ensure that they have the support they need as they gain experience in the classroom. As indicated by Smith & Ingersoll (2004), the initial induction support, sustained and on-going mentorship reinforcement, and the intervention support provided by the highly trained PAR teachers will increase retention and improve student academic achievement.

Without funds from the 2014-2016 Educator Excellence Innovation Program, Aldine ISD will not be able to develop a robust, aligned training process required for the effective implementation of the PAR Teachers. PAR Teachers are critical to the success of the teacher evaluation and support components of the INVEST reform. Based on an informal 2014 survey of peer districts in the Houston area, Aldine's stipend, support mechanisms for mentor teachers, and professional development is not competitive nor adequate.

Without funds from EEIP, Aldine will not be able to initially train and certify mentor teachers and cooperating teachers, Aldine ISD will not be able to adequately support novice teachers perpetuating the potential for attrition.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

In 2011, Aldine ISD began the process of reforming how teachers are evaluated, compensated, supported, hired, and developed. The first component of this five stage reform required the development of an evaluation system that documented the quality of teacher performance while simultaneously focusing and providing a structure to support teachers and help them improve their performance. The new INVEST appraisal system was piloted in 2012-2013 at 34 schools and deployed district-wide for the 2013-2014 school year. INVEST consists of two primary measures: observation and student growth. For teachers outside tested subjects and for school staff that work primarily outside the classroom, alternate measures were developed called Student Growth Objectives.

Charlotte Danielson's Framework for Teaching is the instrument used to measure the teaching practice. Originally developed in 1996, the Framework is used nationally to document and develop teacher practices. The Framework consists of four domains – Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. All observations, formal and informal, are evaluated using the Danielson Framework rubrics. Of the four domains, two are used (classroom environment and instruction) during the observation. Each of the two evaluated domains are broken into components, and each component is further broken into elements. The components of the classroom environment domain include: a) creating an environment of respect and rapport; b) establishing a culture for learning; c) managing classroom procedures; d) managing student behavior; and e) organizing physical space. The components of the instruction domain include: a) communicating with students; b) using questioning and discussion techniques; c) engaging students in learning; d) using assessment in instruction; and e) demonstrating flexibility and responsiveness.

Specific language is used to describe the teachers' performance in each of these components using the elements as guides. Ratings include distinguished, proficient, basic, and unsatisfactory. A majority of observations lead to basic and proficient ratings. Because all administrators completing observations have gone through an extensive training component developed by Teachscape that included more than 20 hours of classroom teaching video, multiple opportunities to rate teaching with specific feedback normalized over thousands of observers, and have taken and passed a comprehensive assessment, there is a high level of inter-rater reliability, low level of bias, and a common language for discussing observation results with teachers.

Training for the administrators and teachers took place at beginning of the first year of implementation. Training sessions continue throughout year as new teachers are hired and current teachers need refreshing. All administrators participated in a three day training session with a consultant from the Danielson group. Administrators also partook in various training sessions throughout the year to learn about the student growth piece. The administrators were all expected to complete learning modules, approximately 20-30 hours, prior to taking a nationally recognized certification exam. All administrators must be certified to be eligible to conduct teacher evaluations. Likewise, the teachers received a full day training session at the beginning of the year to learn about the new appraisal system. The teachers also were expected to access the same learning modules as the principals for both the framework and student growth. In addition, campus administrators continue to provide ongoing, monthly focus group meetings to support and extend teacher learning in regards to INVEST.

There are multiple levels of support embedded within INVEST. The support and processes used to provide the support varies based on a three tier track system. Teachers are placed in one of the three tracks based on the teachers' years of experience. Track 1A teachers, first year teachers, receive a minimum of two informal observations and one formal observation during the first semester and two informal observations the second semester. Post conferences are required for all the observations for track 1A teachers. Track 1B teacher are also novice teachers. This group includes teachers in their second or third year in the profession. The teachers in this track receive a minimum of two informal observations each semester and a formal observation may be conducted at any time.

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Likewise, track 2 teachers, with more than three years of experience, receive a minimum of two Informal observations the first semester and one informal observation during the second semester. A formal observation may be held at anytime during the year for track 2 teachers.

Formal observations for all the tracks require a pre- and post-observation conference. In an effort to increase the quality of the professional conversations, reflective questions are used to structure the collaborative discussions. The pre-conference questions allow the teacher to identify and share critical elements within his/her classroom as they relate to student learning. During the post-conference discussions, the reflective questions provide the teacher an opportunity to self analyze their delivery of instruction and identify strategies to increase their level of performance.

Historically, the district focus had been to support marginal teachers with obvious deficiencies. One of the primary goals of INVEST was to change this practice. With the new system, the focus has shifted. Teachers are rated accurately and consistently based on evidence and rigorous standards. Our goal is to increase the performance of the entire work force, regardless of where they are in their practice. Funds from the Educator Excellence Innovation Program will enable Aldine to develop a training standard for PAR (Peer Assistance and Review) Teachers and deploy the training with a small pilot group. PAR Teachers will conduct informal observations. Following observations, PAR Teachers will provide assistance and support to help the teacher improve instruction and raise student achievement. Ultimately, student performance and teacher attrition will be impacted by this component of the INVEST reform initiative. The PAR Teachers will be recruited from within the ranks of distinguished teachers in the school district.

Without funds from the Educator Excellence Innovation Program, Aldine will be unable to develop the required training needed to develop an effective and supportive Peer Assistance and Review (PAR) program. Thus, the additional peer observations and feedback/support component based on the observations, critical to the INVEST evaluation component will not be implemented effectively.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

"Without capable, high quality teachers in America's classrooms, no educational reform effort can possibly succeed" (Stronge & Tucker, 2003, p. 3). The core of education reform is a highly effective teacher utilizing the most appropriate tools and strategies to impact student achievement. While it is easy to define effectiveness, describing it and rating it can be extremely difficult (Cruickshank & Haefele, 2001). The essential issue is that we have the most effective teachers possible, guiding the learning of students. Without high quality evaluation system that is comprehensive, unbiased, that measures teacher practice and student growth, we cannot know if we have high quality teachers (Stronge & Tucker, 2003).

INVEST is the appraisal system used to measure teacher performance in Aldine ISD. INVEST consists of a two part structure that includes the evaluation of teacher practice and student impact. The rubric selected for the teacher practice component was Charlotte Danielson Framework for Teacher. The framework was selected as a research-based instrument supported by practitioners across the country. There are four domains associated with the rating of teaching effectiveness: 1) Planning and Preparation, 2) Classroom Environment, 3) Instruction, and 4) Professional Responsibilities.

The components within each domain are used to rate teaching performance. Evidence is collected using an electronic support system, Teachscape Reflect. Administrators conduct formal and informal observations using iPads in classroom settings. The data is then dissected in an effort to link evidence statements to the independent components. Administrators that have satisfied the certification requirements are charged with the responsibility of rating the teaching performance. Full implementation was initiated during the current school year. This section of the system measures teaching effectiveness for teacher accountability purposes.

The second component within the system includes the measurement of student impact. The district elected to proceed with the Aldine Student Growth Model. This model was designed to measure student growth by comparing like students beginning at the same academic level within the district. Data has been collected over the past three years, however, this component remains at the "report only" stage. Testing and validating the data will continue for at least another year followed by a pilot implementation. The projected date for full implementation for the student growth component is scheduled for the 2015-16 school year.

There is an expectation that all teachers be observed based on a predetermined appraisal timeline. Three tracks dictate the process that is followed for the appraisal system. At the beginning of the year, all the teachers are expected to create professional learning goals and actions plans for each domain. This is followed by a goal setting conference between the teacher and his/her administrator.

Teachers are placed on a track based on their years of experience. Track 1A was designed to support teachers in their first year in the profession. Teachers in this track receive two informal observations each semester. The observations are unannounced and require a minimum of 15 minute of observable time. Written feedback is returned to the teacher within 10 work days and a post-conference is required after each observation.

Track 1B expectations are similar to the track 1A requirements. Teachers placed on track 1B are novice teachers in their second or third year teaching. A minimum of two informal observations required each semester. They are unannounced and must consist of at least a 15 minute observation. Written feedback is provided within ten workdays, but for track 1B teachers, the post-conference is optional. Administrators make decisions about conferencing with teachers based on their individual needs.

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The final track is track 2. Teachers in the track are those with more than three years of experience in the profession. Teachers in track 2 follow the same requirements as outlined for track 1B with the exception of the number of information observations for each semester. For track 2 teachers, two informal observations are completed during the first semester and at least one during the spring semester.

All teachers are required to have at least one formal observation per year regardless of their track placement. Two informal observations must precede the formal observation. Structured pre- and post-conferences are required. Teacher reflection is also required within two days following the formal observation. Feedback is provided to the teacher within ten work days and at least one day prior to the post-conference. An abbreviated schedule is in place to address the needs of teachers hired within the academic year.

No funds from the Educator Excellence Innovation Program (EEIP) will be used to support this component of the INVEST reform. All funding for the evaluation component has been secured through the local budget and/or other sources. Funds from the EEIP will support associated components that are part of the larger, comprehensive teacher life-cycle INVEST reform, and thus indirectly support the evaluation component of INVEST.

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Schedule #16—Responses to Statutory Requirements

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Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

A school's context can help "make" or "break" a reform effort. The National Staff Development Council, explains, "Usually when people begin change efforts, they discover that there are some invisible barriers. And those invisible barriers almost always reside in the context. They reside in the norms and structures of the school that make it more difficult for people to move ahead."

Creating a context for school reform may be the most difficult step when transforming how a district recruits, hires, evaluates, supports, compensates, and promotes employees. It involves more than just deciding to implement a reform model or changing the curriculum. It may mean changing organizational structures and long held mindsets. Even more difficult, it may mean changing the school's culture to provide a supportive atmosphere where trust is pervasive and leadership is shared. Indeed, the INVEST reform initiative cannot be successful without first creating a context that supports the reform. Thus, a key component of the INVEST reform included the development and nurturing of collaborative workgroups and Professional Learning Communities (PLCs).

An effective collaborative culture is the Professional Learning Community (PLC). PLCs are defined as "a community where teachers engage in reflective dialogue, where there is deprivatization of practice, collective focus on student learning, collaboration, and shared norms and values." Research supports that learning communities can help teachers make sense of student outcomes and help them reconcile their ideas regarding what constitutes good practice.

Aldine ISD piloted and deployed the PLC model district-wide during 2013-2014. PLCs require hard work and commitment. DuFour, DuFour, Eaker, and Many (2010) stated, "Most importantly it is ongoing- a continuous, never-ending process of conducting schooling that has a profound impact on the structure and culture of the school and the assumptions and practices of the professionals within it." The Aldine school district made a commitment of its time and resources to ensure the successful implementation of PLCs. In order to successfully implement PLCs, district-wide training was provided prior to the start of the 2013-2014 school year. Continual reinforcement is provided weekly and monthly during conference times, during campus-wide meetings, and while teachers are engaged in the PLC activities. Because the dynamics of a PLC and the focus of the PLC is continually changing, Aldine ISD's INVEST plan includes ongoing support and training in the PLC model during future years.

Many teachers and administrators find that the opportunity to meet with colleagues and openly reflect on practice to be a welcome change from the isolation and focus on individual efforts that characterize the traditional professional context of education. Indeed, novice teachers at the New Teacher Focus Group meetings in Aldine ISD indicated that the PLC model has helped them successfully transition from the college environment to the school workplace and is a significant support tool for both curriculum implementation and cultural understanding.

PLCs in Aldine are not only used as a support mechanism; they are used to promote leadership development and engage all employees in the INVEST reform effort. Teachers report the collaborative efforts of the PLC support student learning at higher levels, requires more initial effort but reduced long-term effort, has focused meeting time, and brought clarity to issues requiring resolution. Conversations and information learned from the PLCs are used to drive professional development.

The level at which the teachers are assigned (e.g., elementary, middle, or high school) will determine the frequency of how often the teachers meet collaboratively in PLCs. At the elementary level, the teachers meet collaboratively at least once a week. At the middle and high school levels, depending on the daily schedule, the teachers often meet collaboratively on a daily basis for common planning. Teachers are allocated a common planning period to meet and discuss the students' academic progress and the changes and/or adjustments that need to be made to ensure that all students learn at high levels. Within the common planning period, teachers are given the opportunity to analyze data, discuss and develop formal and informal assessments, discuss learning goals, discuss best practices, and design coherent instruction. Professional development on instructional strategies is also an integral part of our PLC model.

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In order to ensure time is maximized, focused agendas are developed by the department chair or skills specialist. These agendas focus on ensuring that students learn and that all stakeholders develop a culture of collaboration that continues outside the dedicated time frame. Increased collaboration for Aldine teachers has allowed campuses to identify barriers to success and focus on getting the results necessary to increase student achievement.

Funds from the 2014-2016 Educator Excellence and Innovation Program will be used to support the development and training of Peer Assistance and Review (PAR) teachers, mentors, cooperative teachers, and Pathways to Aldine (PTA) teachers. These teacher leaders will help facilitate open and regular collaboration at the campus and district level. Because the INVEST reform is holistic, all components are interrelated and impact each other.

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Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

In an Education Week article (2014) entitled "Professional Development," it was stated that schools today face an array of complex challenges—working with an increasingly diverse population of students, integrating new technology in the classroom, and meeting rigorous academic standards and goals—observers continue to stress the need for teachers to be able to enhance and build on their instructional knowledge. Indeed, the article stated that professional development, aligned with district culture and needs, is one of the most important components of an effective school.

Professional development is defined as ongoing learning opportunities available to teachers and other education personnel through their schools and districts. Effective professional development is often seen as vital to school success and teacher satisfaction. Darling-Hammond (2008) stated, "In sum, professional development is more effective when it's sustained, comprehensive, and embedded in the school day; when it incorporates peer coaching, observation, modeling, and feedback; and when it is explicitly tied to higher-order content and skills."

In an effort to ensure the professional development in Aldine ISD is aligned to the INVEST initiative, comprehensive, and relevant for the teachers in the district, a professional development needs assessment is conducted annually. The needs assessment includes informal information from participants who attend staff development, feedback from the teacher evaluation identifying growth opportunities for employees, surveys, and reviews of student performance data. Once the needs are determined, the Curriculum and Instruction Department begins to pinpoint the district's greatest needs for professional development through a series of meetings. The meetings are collaborative and include the superintendent, deputy and area superintendents, program directors, principals, assistant principals, and teachers.

The professional development plan for the 2013-2014 school year aligns with the INVEST Initiative and the Professional Learning Community Initiative. As staff development is planned or procured, conversations are held to ensure the professional development aligns with both INVEST and PLCs. The professional development plan is grounded in traditional staff development strategies that include face-to-face and online courses, as well as several innovative strategies directly tied to the INVEST reform.

Directly supporting the INVEST initiative, teachers and administrators are trained using Teachscape Focus. The video-based training focuses on the components for each of the four domains of the Charlotte Danielson Framework for Teaching. Administrators are required to complete all the modules for certification purposes. This training is very comprehensive and intricately details each of the INVEST modules. In addition, as a part of professional development, teachers view the modules as part of the initial training and use the content to reference throughout the year. The videos provide concrete examples of effective teaching practices as well as practices that are ineffective. Teachers are provided time to view the modules independently or collaboratively with other teachers. The videos provide opportunities for teachers to engage in professional conversations, which lead to improvement in teaching practices.

Continuous professional learning is available through an online system, Teachscape Learn, for all professional employees. Teachscape Learn helps develop teacher knowledge and skills with research-based content featuring more than 100 experts, gives teachers tools to plan and track their professional learning, provides teachers with view and create video libraries of effective teaching practices, and offers collaborative learning through professional learning communities. The comprehensive system is an extensive research-based content library with video-rich courses. There are over 160 courses and 2,500 video captures with interactive activities that are accessible for teacher development of knowledge and skills.

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Another component of the Teachscape platform is the "Lucy" (360 degree) camera. With Teachscape's comprehensive systems, teachers have the tools to use video to engage in thoughtful analysis, receive meaningful feedback, and view concrete examples of how to implement high-impact strategies in the classroom. The "Lucy" camera opens doors and expands classroom walls, giving teachers new ways to see, reflect on, and collaborate on their practice—without missing classroom time.

The 2014-2016 Educator Excellence Innovation Program will allow Aldine ISD to expand the professional development support of INVEST through the creation of a training plan for Peer Assistance and Review (PAR) teachers. These teachers will be responsible for working directly with teachers to develop individual staff development plans in order to enhance areas of expertise and develop areas needing improvement. Once the professional development required for PAR Teacher effectiveness is designed and piloted, Aldine ISD will transfer resources used to support the existing staff development structure to this reform. Without the funds from the 2014-2016 EEIP, Aldine will not be able to develop and pilot the PAR teacher component of INVEST.

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Schedule #16—Responses to Statutory Requirements

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Amendment # (for amendments only):

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The research provides strong support for the conclusion that compensation plays a key role in the recruitment and retention of teachers. Not surprisingly, the research indicates that increasing compensation tends to increase the rate of teacher retention, but this relationship is complex. Compensation seems to have varying impact on retention depending upon such other factors as teachers' gender, level of experience, and current job satisfaction. There is moderate evidence that working conditions may trump salary in some cases as a factor in teacher retention and also that it is the relative salary between districts that is the important consideration.

The Aldine ISD compensation plan is a single-salary, longevity-based schedule. However, the district has created a compensation teacher work group that is tasked with developing a system to replace the existing schedule with one that aligns incentives with the new INVEST evaluation ratings.

The new system will be comprehensive and will apply to all educators and specialists. It will provide incentives for educators to maintain performance (through "base" pay and "variable" pay) and to improve performance over the course of their career (through a progression to higher base salary tiers).

A committee was created in 2012 to work on the design of the new compensation system. The committee was inclusive of teachers, staff members, central office professionals, and area/assistant superintendents. Based on the committee's recommendations, several key outcomes have been established. First, the district goals to be supported through the compensation reform were created. These goals include using the compensation plan to: 1) attract high quality teachers, 2) improve instructional quality and student achievement, and 3) improve teacher retention and reduce turnover costs. Second, the committee developed criteria for increasing base pay. Movement through the career pathway and up levels within tiers will depend upon teacher performance. The work group concluded that performance tiers cannot be skipped. And finally, the work group members arrived at several key decisions. They agreed upon a four-tier career pathway containing three levels within each tier that would depend on maintenance of performance. Furthermore, the work group members decided that all new and probationary teachers would be automatically enrolled in the new system, and veteran teachers will have a five-year window in which to make a decision to join the new system, retire, or resign from the district.

As the district continues to meet with the committee, several pending issues remain to be finalized. Decisions pertaining to variable pay plan are still pending. The committee will be discussing and making recommendations to address the following questions: What will be rewarded through variable pay? Who will be eligible, and how much money will be offered? The committee members will also need to determine fair levels of pay. A recommendation on whether or not an effective teacher could earn more than a highly effective teacher after accounting for levels and variable pay will need to be answered. Finally, leadership roles will need to be determined. If these roles are a component of the highest performance level, recommendations will also need to be finalized to address how appointments will be made. A shadow pilot is planned for the 2014-15 school year. Adjustments and modifications are scheduled based on the financial implications of the pilot.

Aldine ISD is not seeking funds from the 2014-2016 Educator Excellence Innovation Program to support this component of the INVEST reform. Funds for the research, development, shadow pilot, and adjustments to the compensation plan have been secured through district funding (\$1.2 million) a grant from the Brown Foundation (\$316,000) and the Arnold Foundation (\$632,000). Once piloted, local funds will be reallocated from the current compensation plan to the INVEST compensation plan and will be used to support this component of the reform. Because INVEST is a systemic or holistic reform effort, funds from the 2014-2016 Educator Excellence Innovation Program indirectly impact the effectiveness of all components of the reform, thus having a much greater impact through leverage of other funds.

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Schedule #16—Responses to Statutory Requirements

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Amendment # (for amendments only):

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Over the next decade, schools in the United States will need to hire a significant number of new teachers. Indeed, Aldine ISD has seen an increase in the number of needed teachers each of the past three years. Four factors will affect the recruitment of these teachers: 1) a shrinking teaching force 2) a growing student population; 3) a lack of diversity among teachers to match the diversity of students; and 4) a growing demand for teachers in specific types of schools, geographic locations, and subject areas. Finding teachers for selected subject areas who are willing and capable of teaching in certain geographic regions, including urban locations like Aldine, while encouraging a more representative staff in an environment that is producing insufficient numbers of teachers will become an increasing challenge. Therefore, Aldine ISD has developed university partnerships and innovative recruiting strategies to increase visibility at university campuses, to decrease processing times, and to increase the effectiveness of the selection process.

Teacher recruitment is often thought of as issues that only come into play once a teacher has completed the preparation program, entered the job market, and the need arises to entice the teacher to accept or remain in a particular teaching job. The fact of the matter, however, is recruitment, specifically for hard-to-staff school districts and high-demand certifications, needs to begin prior to the teacher entering the job market, where the attrition rate in teacher preparation programs as high as 40% (Darling-Hammond, 1996, What Matters Most: Teaching and America's Future).

Like many school districts, Aldine ISD uses both traditional recruiting efforts and innovative efforts to locate, recruit, and secure the highly effective teachers for all certification areas. Traditional recruiting efforts include attending job-fairs, advertising in theatres, on billboards and in college newspapers, working with Alternative Certification Programs and Universities for direct marketing of positions to candidates, attending invitations to speak at colleges and universities, and use of an on-line applicant tracking system. In addition to the traditional recruiting efforts, Aldine ISD has a 23 year history of working collaboratively with 'best-in-class' universities and teacher preparation programs. Our innovative university partnership program spans more than ten states, 35 universities and includes unique components such as student teaching, field based experiences, distance learning and teaching, and two way early collaboration. Indeed, this program has produced dozens of scholarships for students and typically provides Aldine with 40% of our hired staff each year.

Over the past 23 years, Aldine ISD has formed partnerships with more than 35 universities across Texas and America. These innovative partnerships allow Aldine ISD staff members early access to potential candidates in the university setting. Aldine ISD annually visits each university partnership. During the visits, Aldine Human Resource Directors engage in classroom activities with pre-service teachers as early as their sophomore year. Throughout their university experience, students are provided with opportunities to complete assignments in Aldine, visit Aldine with classes, and complete student teaching in Aldine. Indeed, the university partnership program annually provides Aldine with 40-60% of the required new hires. Further, because a majority of the teachers hired through the partnership completed student teaching in Aldine, these teachers actively chose to work in an urban environment and a vast majority entered the classroom prepared for the challenges associated with an urban environment.

While the current university program is successful, Aldine ISD will use 2014-2016 Educator Excellence Innovation Program funds to increase the effectiveness of the program. Currently, district-provided personnel, often retired principals, supervise student teachers from the district's university partners. Although the partner universities communicate with the university supervisors concerning their expectations and procedures, it does not encompass a comprehensive approach. Grant funding would enable university supervisors to travel to the students' home universities for additional training. Further, it would allow university supervisors an opportunity to observation of classrooms and develop stronger relationships with university personnel and students.

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In addition to strengthening the university partnership, grant funds will allow Aldine ISD to purchase, refine, and deploy an online interview program – such as HireVue. Annually, Aldine hires 600 to 800 teachers due to growth and normal attrition (8% - 12%). The traditional method of conducting face-to-face, individual screening interviews is time consuming and inefficient. Consequently, the district risks losing highly qualified teachers to surrounding school districts. An online screening interview tool would enable the district to increase the number of teacher applicants interviewed, thus building a larger pool of viable applicants for principals to interview and recommend. Because the on-line interview process can be completed at the applicants convenience, the district expects to see more interviews. On-line interview applications also keep the hiring process flowing. There is no break between the submission of the application and the initial interview. Additionally, it would decrease the processing time for recommended applicants due to an increased focus on communication with the applicants and the timely completion of new hire paperwork while allowing the district to select applicants that have the appropriate skills sets to work in an urban environment.

Without funds from the 2014-2016 Educator Excellence Innovation Program, Aldine ISD will not be able to transform the recruiting and hiring efforts needed to support the INVEST reform. Funds from the EEIP will be used to develop and pilot the recruiting and hiring changes while continuing current practices. At the completion of the pilot year, local recruiting funds that support the current practices that will be discontinued and reallocated to the reformed practices.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

According to Forbes, most organizations spend significant energy and funds on talent acquisition. "Finding, attracting and capturing the best talent is central on every organizations radar. But the value derived from new talent is only realized if the talent can be retained long enough to capture its treasures." School districts, including Aldine ISD, lose employees every year because they find more challenging opportunities or advancement opportunities outside the district. Indeed, 187 of the 315 teachers who resigned at the end of the 2013 school year indicated they left to work in surrounding school districts. Thus, a robust succession plan and succession management for advancement and identifiable career pathway activities are essential retention components of INVEST. Successful career pathways involve two key activities: tracking critical roles that are emerging as pressure points, and proactively source and developing the talent pool for these positions.

Aldine ISD has historically relied on employees who self-identify an aspiration for leadership. Once identified, traditional training strategies - The Leadership Awareness Academy - are used to prepare the employee for possible advancement. The Leadership Awareness Academy is designed to provide self selected employees with the opportunity to pursue administrative positions in the district. Participants in the academy receive pertinent information regarding employment as an administrator in the district, expectations for administrators, and the functions and focus of campus level administrators. While a majority of leaders in Aldine have been participants in the Leadership Awareness Academy, we know from research that effective career pathways must go beyond the traditional. Career Pathways must be aligned with future district needs, accessible, assessed, and scaffold to advancement.

The Educator Excellence Innovation Grant will fund the development of a Pathways to Aldine (PTA) program and will provide initial stipends for those teachers participating in the program. The Pathways to Aldine (PTA) program is a component of INVEST that seeks to develop capacity in current teachers while simultaneously providing applicants with a personal resource in the district to assist them with application processes, job acquisition and transition. Pathways to Aldine (PTA) teachers will comprise of self identified teachers who aspire to be leaders and district identified teachers with potential for leadership success. Once selected, Pathways to Aldine (PTA) teachers will go through an extensive training process that will include shadowing, interviewing, and assisting with the hiring of teachers. Further, these teachers will be invited to experience leadership opportunities and engage in multiple district level activities to provide them with a comprehensive understanding of how the district operates and educational needs of all students. Once fully trained, these individuals will be listed on a special web-site portal as a resource for applicants. Pathways to Aldine (PTA) Teachers contact information will be posted and applicants will be encouraged to work through the PTA as they apply, interview, and transition to teaching positions. Pathways to Aldine (PTA) Teachers will gain valuable first-hand experience in the processes used to attract and secure top-talent while gaining insight into the workings of the district. Each PTA will continue to hold teaching responsibilities while fulfilling the Pathways to Aldine (PTA) role. Pathways to Aldine (PTA) teachers who are not promoted to leadership positions will be cycled from the program after three years.

In addition to providing a career pathway for more than fifty current employees, the Pathways to Aldine (PTA) Teacher will serve a valuable role in the hiring process. Annually, Aldine hires 600 to 800 teachers due to growth and normal attrition (8% - 12%). The traditional method of hiring applicants is inefficient and non-personal. It does not provide for significant one-on-one interaction and cannot accommodate for the individual needs of applicants. Consequently, the district risks losing highly qualified teachers to surrounding school districts or the potential of hiring an applicant who is not prepared to teach in the economically diverse school district such as Aldine. A Pathways to Aldine (PTA) Teacher will enable the district to increase the number of teacher applicants receiving one-on-one individual attention, thus building a larger and more aligned pool of viable applicants for principals to interview and recommend.

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There is strong evidence that teacher attrition is most severe among beginning teachers but the likelihood of a teacher leaving declines significantly after he or she has been in the classroom for four to five years. This is often attributed to newly hired teachers not receiving an accurate representation of the school or school district and thus, selecting a school that is not aligned with their skill sets, personal beliefs, or an environment where they fail to make student or peer connections. Because Pathways to Aldine (PTA) Teachers will have the time and expertise to accurately and authentically describe the school district and school, applicants will have timely and necessary information for making appropriate employment decisions.

The Pathways to Aldine (PTA) Teacher component of INVEST will not only will increase capacity within the ranks of Aldine, it will provide a career pathway that includes authentic experiences and reduce the potential attrition rate of first year teachers and experienced teachers who, without a clear plan for potential promotion, may seek employment in another district or industry.

Funds from the 2014-2016 Educator Excellence Innovation Program will provide the resources to develop, train, and pilot the Pathways to Aldine (PTA) Teachers component of INVEST. These funds will help reduce the attrition rate of experienced teachers by providing career pathway experience, increase the qualified applicant pool, and decrease initial teacher turnover.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not Applicable

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

Not Applicable

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not Applicable

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not Applicable

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Although the district has been successful with developing the evaluation and compensation components of INVEST, Aldine ISD seeks to develop a holistic and comprehensive education model that address all aspects of the "teacher life cycle." As school districts continue to experience financial challenges, especially during the last two legislature bienniums, Aldine ISD searches for alternative funding sources to remain a leader in improving student learning and academic performance. By seeking grant funding from the 2014-2016 Educator Excellence Innovation Program, Aldine ISD will be able to develop and pilot the recruiting, hiring, mentorship, and support components of INVEST.

Recruitment and Hiring – Aldine ISD opened the 2013-2014 school year with more than 100 classrooms lacking a certified teacher. Aldine must increase the certified applicant pool and increase the efficiency of the hiring process. Without the grant's financial support, Aldine ISD would be unable to purchase, implement, and maintain an online interview program. Annually, Aldine hires 600 to 800 teachers due to growth and normal attrition (8% - 12%). The traditional method of conducting face-to-face interviews is time consuming and inefficient. Consequently, the district risks losing qualified teachers to surrounding school districts. An online screening interview tool would enable the district to increase the number of teacher applicants interviewed, thus building a larger pool of viable applicants for principals to interview and recommend. In addition to securing and piloting an on-line interview tool, the district continues to rely on candidates from university partnerships. Grant funding would enable university supervisors to travel to the students' home universities for additional training, observe classrooms, and develop stronger relationships with university personnel and students.

Career Pathways – More than 50% of the employees in leadership roles in Aldine ISD are eligible for retirement. In an effort to provide leadership opportunities for existing teachers to fill future vacancies, Aldine ISD desires to use grant funds to select, train, and compensate teacher leaders. In a program titled, Pathways to Aldine, experienced teachers will work directly with partner universities to support the hiring experience of potential teachers. The primary focus of the Pathway to Aldine program is the authentic development of future leaders and teacher experts using experience, rather than textbooks as a teaching tool. A secondary outcome of the PTA program will be an increase quality applicant pool that is aligned with the Aldine culture.

Mentoring – Like many school districts, teacher attrition for novice teachers is higher than the average attrition rate for the district. Realizing that teacher support and retention are critical components to the success of students, Aldine ISD proposes to develop and implement a certification program for experienced teachers interested in becoming mentors to new teachers. Funding for this program would enable the district to attract quality mentor teachers and compensate them upon successfully completing all components of the certification program. Additionally, the mentoring program would increase the teacher retention rate and earn Aldine ISD the reputation of supporting its new and veteran teachers.

Evaluation and Support – Aldine ISD has limited funds for additional personnel. Therefore, prior to hiring Peer Assistance and Review (PAR) Teachers, a comprehensive, targeted, standardized training program must be developed. Funds from the EEIP will be utilized to research best practices and increase the likelihood that PAR teachers will be effective and achieve the goals intended.

Compensation – Compensation reform is a complex activity that requires the support of feeder universities, the legitimacy of support from education agencies, and significant vetting. University personnel will be invited to attend Aldine ISD's INVEST conference in order to deepen and broaden their understanding of the INVEST reform and become familiar with the qualities and skills required of new teachers and the recruiting, evaluation, compensation, and retention strategies used in Aldine.

Without funds from the 2014-2016 Educator Excellence Innovation Program, Aldine ISD would not be able to complete the INVEST reform movement. These funds will allow us to continue the INVEST transformation and build capacity in the components of recruitment and hiring, career pathways, mentoring, and evaluation and support.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

JUNE 2014

- 1) Create RFP for on-line interview software
- 2) Select vendors to assist in the development of PAR, PTA and Mentor/Coop Teachers training
- 3) Creation of new teacher workgroups for training component

AUGUST 2014

- 1) Selection and lease of on-line interview software
- 2) Begin working on development of training for PAR, PTA and Mentor/Coop Teachers
- 3) Create PTA web-portal. Update recruiting materials to include PTA information
- 4) Selection of PTA Teachers
- 5) University engagement begins

SEPTEMBER 2014

- 1) District University Supervisors begin traveling to Universities for training
- 2) Workgroups actively creating training modules and expectations
- 3) University leadership begin traveling to Aldine for training and input
- 4) PTA teachers begin attending district events, touring schools and engage in leadership opportunities.

DECEMBER 2014

- 1) Begin limited pilot of on-line application
- 2) Schedule INVEST conference
- 3) Limited pilot of PTA Teachers (2 universities)
- 4) Pilot cooperative teacher mentor plan implemented for student teachers (25 total)

JANUARY, 2015

- 1) Continued refinement and adjustment of all pilot projects

FEBRUARY, 2015

- 1) Reporting of INVEST Reform and current outcomes at INVEST conference

MAY, 2015

- 1) District-wide implementation (pilot year) of on-line application
- 2) Pilot implementation of PTA Teachers begin (all universities and states)
- 3) Induction Academy plan and Cooperative Teacher plan completed
- 4) Selection of PAR Teachers for pilot year

AUGUST, 2015

- 1) District-wide implementation (pilot year) the new mentorship / coop-teacher certification and training
- 2) Pilot implementation of PTA Teachers begin (all universities and states)
- 3) Continued evaluation and refinement of PAR training
- 4) Continued monitoring, evaluation and refinement of all pilot implementations

FEBRUARY, 2016

- 1) Reporting of INVEST Reform and current outcomes at INVEST conference
- 2) End of grant budget transition implemented.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The INVEST reform initiative is supported at all levels of the district and by all employee groups. In 2011, Aldine ISD approached the Vertical Education Advisory Committee (VEAC) and District Education Advisory Committee (DEAC) composed of three elected representatives from every campus and members of each department. After gaining support from this committee, volunteers from the committee formed employee workgroups based on interest. Initially, there were two workgroups: teacher practice and student growth. As the reform progressed, additional workgroups were formed including a compensation workgroup, a Giffin Model workgroup, and a Peer Review and Assessment (PAR) workgroup. Additional employee workgroups will be formed to accomplish the goals of the Educator Excellence Innovation Program. District leadership ensured that each workgroup was comprised of teachers representing all grade levels, subjects, demographics, and geographical areas. District and campus leaders are also members of the workgroups. Employee workgroups collaborate with national experts to develop the INVEST reform, including timelines, implementation schedules, and operational guidelines. Fidelity of the evaluation component was maintained by adopting the Danielson Framework. Each workgroup periodically report current status and outcomes of the INVEST reform to the VEAC, DEAC, District Leadership Cabinet, and to the Aldine School Board.

In addition to development, implementation, and guidance, the employee workgroups and members of the VEAC and DEAC are responsible for assisting in the dissemination of information from the INVEST reform workgroups to the campus locations.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All campus locations, district offices, and Aldine ISD facilities and employees are participating in the Educator Excellence Innovation Program. The INVEST reform is holistic and impacts employees at all locations, grades, subjects, and employee classifications.

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